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ABSTRACT

The partially annotated bibliography provides an overview of recent literature (1971-79) and data sources regarding the needs and conditions of Chicanos and Latinos living in Minnesota. The research cited generally appears to be directed either to state and local decision makers or to service providers and focuses on socio-economic conditions, housing, employment, accessibility of education and social services, problems of migrant workers, and the language barrier. The bibliography is divided into five sections. Section 1 includes 12 citations for general studies that make policy recommendations or discuss issues. Section 2 includes five studies specifically related to migrant workers. The third section, Data Sources and Descriptive Studies, contains 21 citations for studies of demographics; socio-cultural, pyschological, economic, and historical research; and community resource listings. Section 4 contains 11 listings of specific program studies, such as social service evaluations and needs assessments. Nine studies pending or in progress are noted in Section 5. Each citation includes author, title, publication data, and source information. Lengthy annotations are included for 20 of the 58 citations. The bibliography will be updated periodically. (SE)

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Center for Urban and Regional Affairs

Prepared for the Minnesota Spanish-Speaking
Research and Data Collection Task Force of
the Office of Intercultural Programs
Center for Urban and Regional Affairs
University of Minnesota
Edward L. Duren, Jr., Coordinator

Annotated Bibliography of Recent Research on Chicanos and Latinos in Minnesota

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PREFACE

The Office of Intercultural Programs (OIP), University of Minnesota, is a unit in the Center for Urban and Regional Affairs. Intercultural Programs operates as a catalyst for the improvement of opportunities in society for Afro-Americans, American Indians, and Chicanos by linking the University with the respective ethnic community. This is most often done by finding resources inside the University that will work with community groups on community and/or University identified issues. In addition, most issues are approached from a research and development perspective.

The Minnesota Spanish-Speaking Research and Data Collection Task Force is a joint effort of OIP and the Chicano community. Established in March of 1978, the Task Force has as its primary goal that of determining the political and socio-economic status of Hispanics in Minnesota. Further, after determining that status to use the information to continue and accelerate the progress of Hispanics in Minnesota.

The task force began with the idea of doing a needs assessment of the Chicano and Latino community. A search of the literature, however, revealed that a great many needs assessments had already been done, but there did not appear to be any bibliographies of current research in print. Thus, this publication evolved. It emphasizes needs assessments because they were the area of initial interest for our task force. Recent studies in other areas emerged along the way.

It is hoped that this bibliography will assist those people interested in working with and for Chicanos in Minnesota. To assure that this bibliography remains current, OIP will periodically update and add materials.

Finally, although we have tried to be as thorough and accurate as possible, some research may have been overlooked and consequently omitted. You the reader can be of assistance in this respect by forwarding all pertinent information on additional or pending research to:

Bibliography
Minnesota Spanish-Speaking Research
and Data Collection Task Force
Office of Intercultural Programs
301 Walter Library
117 Pleasant Avenue S.E.
University of Minnesota
Minneapolis, Minnesota 55455

Although update sheets will only be published periodically, a current list of research completed and in progress about Chicanos in Minnesota will be available at the above address.

Edward L. Duren, Jr.
Coordinator
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INTRODUCTION

The purpose of this bibliography is to provide an overview of recent literature and data sources on the needs and conditions of Chicanos and Latinos living in Minnesota. The studies we have annotated here come from various sources. They include agency studies, position papers, government documents, an agency project report, a public school report, and one newspaper series.

The research is presented in four basic groups: Policy and Issue Oriented Studies, Migrant Affairs, Data Sources and Descriptive Studies, and Specific Program Studies. Each of these groups is discussed and summarized in the next section. At the end of the bibliography is a listing of studies that are either pending or in progress, and are relevant to the efforts to improve conditions for Chicanos and Latinos in Minnesota.

The direction of the research to date has been to focus on gathering statistical data in order to document inequities in employment, housing, education, and other social services. The research is apparently directed towards one of two major audiences: 1) decision makers in state and local governments who control funding and hiring that could significantly affect the Chicanos and Latinos in Minnesota, and public groups who could influence these decision makers, 2) service providers who could improve their services through attending to special needs identified. Though decision makers have been known to emphasize "hard data" such as population and economic demographics, the research which addresses client and user perspectives on services and on their own needs can be useful for both service providers and legislators, and is in short supply.

The existing research indicates that social and economic conditions for Chicanos and Latinos in Minnesota are seriously depressed, as they are throughout most of the country. There is a lack of research specific to this population in the State of Minnesota. Research is one part of the process of improving the situation. This process can be accelerated if the research is rigorously conducted, takes into account the data that has been adequately established, instead of "reinventing the wheel," and addresses the issue of

usefulness -- who is the research for? How will it be used? How has it been used in the past?

We plan to periodically update this bibliography so that it will become an ongoing collection of relevant studies. In this way, we hope that various individual and organizational efforts to improve conditions for Chicanos and Latinos in Minnesota can benefit from previous efforts.

SUMMARY OF THE ANNOTATED RESEARCH

Policy and Issue Oriented Studies

Bilingual/bicultural positions in social service agencies and government decision making units were a major need mentioned in most reports from this section. Because of language and cultural barriers, accessibility to social services, education, and employment for the Chicano and Latino population is severely limited. The importance of language and culture is especially stressed in understanding the nature of the service usage problem. Inadequacies of population data are mentioned frequently in this section. In addition, recommendations are made for including Chicanos and Latinos at policy making levels and providing for better representation in education, employment, the political arena, and the social services.

Migrant Affairs Studies

Reports in this section highlight a number of concerns. Some key state agencies that serve migrants do not have bilingual staffs. The accessibility of services to migrants is thus limited. Most migrants do not like the work but see no way out. They have trouble leaving migrant work partly because they know they will get the lowest paying jobs in urban centers or will not be able to get jobs at all. The language barrier and lack of skills magnify the problem further. There is very little data or research on migrants in Minnesota. The state services for migrants need more coordination. Food stamp eligibility is one of the main problems and needs for migrants. Housing standards are inconsistently enforced. Migrants are a low priority in the state agencies that serve them. Migrants and migrant representation should be more involved in planning and evaluation of state and local services.

Data Sources and Descriptive Studies

Population figures are central to efforts at improving living conditions for Chicanos and Latinos in Minnesota. They are used to justify the need for equal representation in employment, housing, and the provision of social services. The main point of contention here is that the census procedures seriously undercounted minorities. Some have estimated the undercount, nationally, at up to 30 percent for people of Spanish heritage. Some of the issues involved are: 1) The kinds of questions asked in the census, for example, "Do they

allow for ethnic group identification?" 2) The methods used in collecting the data -- interviewer training and employing community-based, bilingual interviewers. 3) The question of how to identify a person of Spanish heritage -- though Spanish surname is often used as an identifier, there is some evidence that outside of the southwestern states it is not a reliable indicator of the actual population of Spanish origin. 4) Finally, the whole area of "illegal aliens" or "undocumented workers" complicates the question. Estimates of the number of undocumented workers vary from 5 million to 13 million. This population has been very difficult to accurately assess.

The issues surrounding population and census remain vitally important areas as demonstrated by the Minneapolis State of the City Report for 1978, which estimates the Hispano population in Minneapolis at around 5,000, while the 1976 updated census study estimates it at closer to 10,000 (Minnesota Department of Education, Minorities in Minnesota. 1976).

One of the difficulties in getting any kind of demographic or descriptive data on Chicanos and Latinos in Minnesota is that state government studies have until recently adhered to categories which identify "minorities" only as "Black," "Indian," and "other." Some Federal documents provide data on Chicanos and Latinos in Minnesota, but some information is based on census counts which have been seriously questioned for their accuracy. We also found that information systems in some state and private agencies are set up to collect only basic numbers of Chicanos and Latinos, and not offer information such as income and family size. Nonetheless, there apparently is much information in specific areas that has not been systematically collected.

Cultural research contains socio-cultural, psychological, economic, and historical studies which may provide valuable background information for programming and planning. Such information may help structure more culturally sensitive programs for clients and staff and assist with policy development.

Specific Program Studies

These represent a wide variety of sources. Only three examples are annotated. In seeking data sources, we discovered a number of unpublished reports and documents which addressed various aspects of the situation for specific programs in everything from criminal justice to housing.

BIBLIOGRAPHY

Section 1: Policy and Issue Oriented Studies - includes general studies that make policy recommendations or discuss issues

Section 2: Migrant Affairs - includes studies specifically related to migrant workers

Section 3: Data Sources and Descriptive Studies
Demographics - includes population and census studies
Cultural Research - includes socio-cultural, psychological, economic, and historical studies
Community Resource Listings - includes directories of the Chicano-Latino community

Section 4: Specific Program Studies - includes studies conducted for specific programs such as social service program evaluations and needs assessments

Section 5: Studies That Are Pending or in Progress

KEY TO LOCATING STUDIES (location code is listed at the end of each citation)

MHS/A	Minnesota Historical Society/Archives and Manuscripts 1500 Mississippi Saint Paul, Minnesota 55101
MHS/L	Minnesota Historical Society/Library 690 Cedar Avenue Saint Paul, Minnesota 55101
MMC	Minnesota Migrant Council 35 Wilson Avenue N.E. Saint Cloud, Minnesota 56301
SCSU/L	Saint Cloud State University Library Saint Cloud, Minnesota 56301
UCM	Urban Coalition of Minneapolis 89 South Tenth Street Minneapolis, Minnesota 55403
UM/A	University of Minnesota/Archives 11 Walter Library 117 Pleasant Street S.E. Minneapolis, Minnesota 55455
UM/CURA	University of Minnesota/CURA CURA Library 311 Walter Library 117 Pleasant Street S.E. Minneapolis, Minnesota 55455
UM/L	University of Minnesota/Library O. Meredith Wilson Library 309 19th Avenue S. Minneapolis, Minnesota 55455

SECTION 1

POLICY AND ISSUE ORIENTED STUDIES

Anderson & Berdie Associates. The West Side/Riverview Community. St. Paul: Anderson & Berdie, Assocs. for the West Side Citizens Organization. September 1975. 70 pp. UM/CURA

The purpose of this mailed survey was to obtain residents' perceptions specific to the community. The survey included questions relating to the areas of: community organizations; commercial establishments; street, housing, recreational facilities; service needs and resident attitudes toward their community. The survey was not meant to represent needs of Chicanos and Latinos beyond this community nor does the study document the extent to which this community is composed of Chicanos and Latinos.

In general, respondents were long-term residents, well informed about their community, who enjoy living there. Crime and disorderly conduct by juveniles is viewed as the main problem for the community. The area also has a large number of senior citizens who are home bound and isolated from their community.

Congressional Hearings before the U.S. House of Representatives, Subcommittee on Census and Population, on the 1980 Census, June 9, 10, 24, 1977. Committee Serial No. 95-41. °Y4.P84/10:95-41. Washington D.C.: U.S. Government Printing Office. 1978. UM/L

This document contains personal and written testimony and information of various public and private groups with concerns about both the content of the questions and the methods of conducting the 1980 census. Several sections pertain specifically to important issues in the Spanish population count.

Four main issues emerge: 1) including an Hispanic origin question that is not confusing on 100 percent of the 1980 census questionnaires; 2) measuring the 1980 census undercounts of Hispanics; 3) developing procedures to insure maximum coverage of Hispanics in the 1980 census; and 4) publishing block level statistics for municipalities with over 2,000 inhabitants.

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1) Hispanic origin -- On the first issue Hispanic testimony supports listing the various subgroups of Spanish origin with the question. Evidently, some groups fear that other alternatives proposed by the Bureau of Census would result in serious undercounts. They propose including a multi-ethnic origin question on the 100 percent sample (the form that is delivered to all residences), and a Spanish origin question on the smaller samples, and using an open-ended question that would ask respondents to identify their own ethnic subgroup.

2) Measuring undercounts -- The second issue has to do with cross-checking census counts with other statistical data. The 1970 census Spanish origin undercounts have been estimated at as much as 30 percent though this has not been proven. "Minority" undercounts, for all ethnic groups, are held to be due in part to the census methods and in part to general hostility and/or fear from members of "minority groups" towards the census count. This problem is complicated by the situation with "illegal aliens" whose estimates range from 5 to 13 million people. One of the major problems in cross-checking Spanish origin undercounts is that, until recently most states have not had a Spanish origin category for vital statistics.

3) Maximum coverage -- The third issue has to do with the actual field methods. One concern is over whether Spanish origin people should request a bilingual questionnaire or whether the Bureau should have all bilingual questionnaires. Another concern regards the hiring and training of field workers -- interviewers or "enumerators." The Bureau established a Spanish origin population advisory committee and hopes to involve community members on a local basis in conducting the census. However, some critics hold that in pre-tests, enumerators edited many persons as "whites" who were confused about the origin question. The census intends to hire community-based bilingual enumerators but some testimony asked for flexibility in testing procedures which would allow more community people to become involved. Finally, the content of the questionnaire was discussed and one person suggested, "greater consideration was given to facilitating computerized data processing than to significantly increasing response rates from less educated individuals and groups."

4) Units of analysis -- The fourth issue concerns reporting procedures. One spokesperson urged publishing, by city blocks, statistics for towns and cities with over 2,000 inhabitants, suggesting that without such a detailed

analysis, "discrimination in all its guises becomes only a thing to be subjectively perceived, something done to us; it cannot be objectively established and exposed."

These four issues then are main areas regarding the Spanish origin population count in the 1980 census. As the population issue is a major one for Chicanos and Latinos in Minnesota, this document may be useful in directing attention to the upcoming issues.

Governor's Office for Spanish Speaking People. Latinos in Minnesota -- A position paper on current Latino Issues and Concerns. St. Paul: State Capitol Building. February 23, 1977. 36 pp. UM/CURA

This position paper was prepared by a number of leaders in the area of Latino concerns. It addresses five areas of education, employment, and politics. The basic premise is that although the Latino people are the largest minority group in Minnesota, their problems have not been met and state government "must recognize its responsibility to meet the needs of all its citizens."

Affirmative Action and Human Rights -- Data is cited to support the contention that since affirmative action efforts of the early '70's the situation has improved for all other minority groups but "that of the Chicano has deteriorated." University of Minnesota and state government employment figures are cited. Minneapolis Public Schools data put the district staff to student ratio at 1:8. The ratio for Hispanic staff to Hispanic students is 1:20. Other public school figures are cited to support the failure of affirmative action relative to other minority groups. It is called "an unmitigated disaster" for Chicanos in Minnesota.

Bilingual and Higher Education -- Data is cited that 1) a relatively low number of Latinos complete schooling relative to the rest of the population; 2) Latino reading and math skills are low relative to the rest of the population; and 3) 64 percent of the native and foreign-born Latinos in the state indicated Spanish as their native language. Teachers surveyed in the Minneapolis Public School District felt a need for special programming in the area of

bilingual education. Figures are also included on American Indian students. The report adds that the effect of English schools on non-English students affects them "in every aspect of their being" -- leading to a cycle of frustration and dropping out of school. "The aim of bilingual education is to include, not exclude students." One of the advantages of the bilingual education system is not "jamming the only intellectual channel available to the child." Recommendations are that the state fund bilingual education, since federal funding is limited, partially because states in the Upper Midwest are at a disadvantage nationally in competing for funds. The report cites action taken by the courts in support of the concept that states should compensate for inequities among children. This applies to those limited-English-speaking children who have been severely hampered by language and cultural barriers in not having had equal access to educational resources.

In higher education, recommendations are made regarding: 1) budget allocations for minority programs and financial aid; 2) parity in student enrollments (figures note 300 Chicanos out of 2,100 minority students at the University of Minnesota and 10 graduate Chicano students out of 4,000 total graduate students); 3) outreach programs for increasing Chicano high school graduates; and 4) hiring a contact person through the governor's office to deal specifically with Chicanos in higher education.

Politics -- Increasing sophistication and involvement in politics are noted among the Chicano community. The political contribution of this group has been ignored until recently. The report notes a general failure to appoint Chicanos to boards and commissions.

The sections on affirmative action and bilingual education are comprehensive in bringing together a variety of data sources to support statements of needs. The conclusion of one of the sections reads, "The first step is public acknowledgement that an intolerable situation exists. The next step is to analyze the situation and move to alleviate it."

Minneapolis Hispanic Advisory Committee. "Report to the Mayor -- The Minneapolis Hispanic Community: Needs, Concerns and Recommendations." Mimeographed. Updated. 9 pp + 20 p Appendix. UM/CURA

The thrust of this paper is to report on the general status and needs of Latinos in Minnesota and especially the metropolitan area where 78 percent of the Latino population lives. Recommendations focus on Minneapolis Latinos (estimated at 10,000 in 1976), who are felt to encounter difficulties because they are more spread out than in the St. Paul Latino community, "where residents can go for cultural nourishment and support." Specific recommendations for action are directed to the Minneapolis Office of the Mayor. The information referred to throughout the report indicates there is an increase in Latino population, yet on a variety of social and economic measures the quality of life for the Latino population has not significantly risen. The majority of the documentation is about employment and ethnic group representation in government. The main points are:

Employment -- "The average Minnesota Latino's income is far below that of the average white Minnesotan." Of the four ethnic groups reported in one study, Black, Native American, White, and Latino, Latino males had the lowest salaries of all males and Latinos had the lowest salaries of all females. Jobs and training are identified as major needs. Training should concentrate on teaching marketable skills.

Affirmative Action has been a failure as it relates to Latinos in Minneapolis. Latino representation on planning organizations and committees has been "non-existent." For Latinos to have "a voice made in decisions that relate to their community there must be a genuine effort made by the mayor to involve them in government." Recommendations are to hire Latino affirmative action officers and bilingual staff in city departments.

Health Care service provision is affected by language and cultural differences and could be remedied with bilingual staff persons. Health care costs should be cut.

Housing recommendations encourage HUD to make long-term loans available to low and middle income families, urge the mayor and city council to create more low and middle income housing, and support hiring bilingual and bicultural personnel in housing agencies to help reduce the confusion that results from bureaucratic forms.

Police recommendations encourage creating a forum for citizen review with Latino representation, hiring more Latinos on the police force, and sensitivity training to Latino issues.

As noted, the bulk of the data cited in the report refer to employment figures. The report includes 20 pages of tables with data indicating the makeup of various governmental planning organizations in the state by ethnic group. These tables, from the February 1976 report, "Minority Representation in Government Lacking" by the Urban Coalition, note:

-- Latino members of various appointed municipal boards and committees: 14 of 3,944 total

-- Boards with at least one Latino member: 9 of 465 total

-- Municipalities with Latino representatives on boards: 3 of 84*

The major point made is that in each of these and other social areas Latinos need access to the mayor in order to make their needs known and receive better services. Many recommendations speak to hiring permanent Latino staff and liaisons between the Latino community and city government. One recommendation is that a building be acquired to serve as a Latino cultural center in Minneapolis.

Arturo Perez. "The Latino in Minnesota: Bilingual/Bicultural Education." Impact, No. 7: Urban Coalition of Minneapolis. November-December 1976. 4 pp. UM/CURA

This report, written during the 1976-77 legislative session, urges state legislators to support bilingual/bicultural education. Data from the Ramsey County Needs Assessment are used to document the size of the Latino/Spanish heritage population in Minnesota, economic conditions for Latinos, and figures on the educational situation for Minnesota Latinos -- enrollment, drop out rates, achievement, etc. The question is raised, "What kinds of measures has the Minneapolis School District taken" to address the educational needs of the

* Figures come from 84 of 89 municipalities in the Twin Cities area with a 1975 population of 2500 or more.

Latino?" The controversy surrounding ESL (English as a Second Language) program is discussed. ESL's purpo e is to teach English, rather than use the person's native language. This approach is contrasted with the concept of bilingual/bicultural education.

"The ESL program has not been a program that has adequately met the needs of Latino students." English-speaking and bilingual students are contrasted as distinct classes, which "results in a de facto situation where access to educational opportunity is based on the ability to speak English." Bilingual/bicultural education bills in the Senate are supported to "bring relief to students who are currently facing an educational crisis in the state."

Ramsey County Mental Health Department. Latino Social Service Needs Assessment Report. (Análisis de las Necesidades de Servicios Sociales de la Comunidad Latina). St. Paul: Ramsey County Mental Health Department. August 1977. 40 pp. UM/CURA

This study, a cooperative effort by the Spanish-Speaking Cultural Club, Community Planning Organization Inc., and Latino Program of the Ramsey County Mental Health Department, is one of the most comprehensive to date on the needs of Chicano and Latinos in Minnesota. For that reason it is annotated here in detail. There are four basic objectives addressed by the report: 1) update the 1970 census data on Spanish-speaking population in the St. Paul metro area, 2) identify existing social services accessible to the Spanish-speaking population, 3) determine service usage and quality, and 4) make recommendations regarding service provision to the Latino population. The study places most emphasis on the importance of language in understanding Latino underuse of social services. It also underlines that differences in the total life experiences of Anglos and Latinos "are crucial when examining the efficacy of traditional Anglo human behavior theories, treatment modalities, and the systems which flow from them." The data collected substantiate final recommendations for bilingual and bicultural staffing, training, methods, and sensitivity in the social service system.

1) Population -- Census projections that are based on the 1970 census are regarded as inadequate. Population documents in the tri-county area were sur-

veyed. A profile characterizes the Latino in Minnesota as having a high probability of being predominantly Spanish-speaking, well below the poverty level, poorly educated, mobile, and young. The Latino population is estimated at 49,300. There is a heavy migration to the metro area (an average of 880/yr.) and a heavy concentration (35 percent) of the state's Latino students are in the St. Paul Schools, of whom 64.8 percent are estimated to come from Spanish-speaking homes. Data on education and income of the Spanish-speaking elderly are estimated from census statistics.

2) Social Service Accessibility -- A tri-county survey was made of the number of bilingual personnel and levels of fluency. One hundred twenty-four of 232 agencies (61 percent) responded. Sixty-seven agencies employ Spanish-speaking personnel. Ratios of Spanish-speaking staff and agencies with Spanish-speaking personnel to the number of Latinos in the area were calculated on 17 service categories ranging from basic needs to cultural, economic, social, and religious dimensions. Ratios ranged from one Spanish-speaking staff person to 282 Latinos in education to 1:4, 616 in the economic sphere.

3) Service Usage -- An agency client volume survey, completed by 36 agencies, was analyzed for eight service categories. Findings note that a large percentage of Latinos relative to the population use or apply to use services but program staffing does not reflect this proportion. Many of those agencies that do not serve Latinos report that it is due to lack of Spanish-speaking personnel. More service contracts were made by Latinos at agencies with Spanish-speaking staff. The large number of Latino clients who are recently resettled migrants is a "unique population, requiring a wide range of social services while in transition from agricultural labor to urban resettlement."

Members of 76 households, representing 273 individuals were interviewed. Because of the relatively small sample size, selected from lists provided by service organizations and from the St. Paul phone book, the interviews are felt to be fairly representative of the Latino service agency client population but not as representative of the entire tri-county Latino resident population. Supplementary information from interviewers was also considered in the analysis. Half the respondents were found to be more comfortable with Spanish than with English. Information was gathered on services used and not used, criteria for

selecting an agency, and sources of information regarding agencies. As the interviewers interacted with respondents and developed some trust, they often began providing referral service. The frequent need for referral in households contacted by chance is felt to point out the degree to which Latinos are in need of assistance.

4) Recommendations -- The conclusions are that Latinos are experiencing problems in living to a greater degree than the general population i this area, especially in employment, education, and housing. Social services are most accessible to those Latinos who are primarily English-speaking (35 to 50 percent of the Latino population). Two assertions could use further explication: a) that children who drop out of school and require other social services do so because of the loss of their primary family language, and b) breakdown of extended family support systems results from living in isolated public housing and brings the need for counseling and health related services. Other conclusions are that Latino social service use is often survival and emergency or crisis-based, and the present social service network is not adequate. Final recommendations concentrate on the need for bilingual and bicultural training, staffing, methods, and awareness in the social service system.

The report also includes a section which details the history of a composite family typifying local Latino experience and needs. The description adds flesh to the bones of the report and enables the reader to imagine a personal context from which to assess the information generated by the study.

Urban Coalition of Minneapolis. "Study Shows Minority Representation in Government Lacking." Impact, No. 2: Urban Coalition of Minneapolis. March 1976. 4 pp. UM/CURA

The report, based on a 1975 Urban Coalition Study, documents the need for broadening "minority group" participation in statewide and metropolitan area governmental decision-making bodies. Two important aspects of this participation are noted -- appointed position on governing bodies gives "minority group" members access to government decision making and also gives them exposure and experience useful in running for elected offices.

Of particular relevance to the issue of Chicano and Latino representation are tables that reveal:

Number of Elected Officials in State and Metro Area Offices:

Spanish Surname	1
Total	1066

Number of Persons Serving on Appointed Boards, Committees, or Commissions:

Spanish Surname	48
Total	8010

An imbalance in representation outside the metropolitan area is noted with respect to the proportion of minorities living "out-state." Minorities are concentrated on human rights and intercultural advisory committees, and lacking in other influential areas such as municipal planning and zoning boards and committees which are "generally recognized as the most powerful municipal appointed bodies and the most frequent 'stepping stone' to running for municipal elected offices."

Recommendations include establishing formal and informal processes for advertising vacancies on appointed governing bodies and for establishing pools of minority group members interested in serving on these bodies.

OTHER STUDIES

Minnesota. Governor's Interracial Commission. The Mexican in Minnesota. St. Paul: state of Minnesota. 1948. 64 pp. 2nd ed. 1953. 84 pp. MHS/L

Petterson, Werner E., "Latinos/Criminal Justice System." A report prepared by the conciliator, Community Relations Service, U.S. Department of Justice, for the Metropolitan Council of the Twin Cities. Mimeographed. July 1978. 9 pp. UM/CURA

University of Minnesota, Task Force on Chicano Concerns, "Report of the University of Minnesota Task Force on Chicano Concerns." December 1977, available through the Office of Student Affairs, U of M. Mimeographed. 35 pp. UM/CURA

Wilderson, Frank B., Jr. Preliminary Recommendations on Student Access: An Interim Report of the Task Force on Student Access. Minneapolis: University of Minnesota, Task Force on Student Access. May 1976. 115 pp. UM/A

Wilderson, Frank B., Jr. Final Report and Recommendations of the Task Force on Student Access. Minneapolis: University of Minnesota, Task Force on Student Access. March 1977. 148 pp. UM/A

SECTION 2

MIGRANT AFFAIRS STUDIES

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Randy Furst. "Harvest of Despair." The Minneapolis Star. November 18-24, 1978. Reprinted as a tabloid. 28 pp. UM/CURA

The series of 14 articles covers a wide range of issues concerning living and working conditions for migrants in Minnesota. They include an in-depth interview with a migrant family; an overview of the economic forces affecting the migrant cycle; an expose of two controversies over worker-owner relations and living conditions; a brief history of a class action suit filed on behalf of migrant workers; a description of working conditions in a food-processing plant; discussions with corporate executives of policies towards migrants; interviews with various federal, state, and local inspection agency personnel regarding the allegedly haphazard and poorly enforced inspections; and an interview with a migrant union supporter.

The Star reporter traveled "thousands of miles of back roads, visiting dozens of camps in Minnesota, and interviewing hundreds of migrants" to gather these stories. The migrant's living conditions and working life are described as "a massive human tragedy, played out every year in the farmlands of Minnesota where thousands of Chicano migrants come to work the fields... for the most part tucked away in the countryside... away from public scrutiny."

Some of the major points include:

- Most migrants interviewed did not like the work but saw no way out. "Once they (migrants) resettle in the urban centers they are paid the lowest wages or can't get jobs at all. This... has kept (them) from leaving the migrant stream." Migrants have had difficulty in getting jobs, partly because of language barriers and lack of skills. "There is no doubt, though, that people wouldn't be migrants if there was any alternative."
- A state agency for migrants suggests that a principal key to getting migrants out of their situation is through providing vocational education.

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- For a full appreciation of the migrant situation one must look at Mexico's high rate of population growth, with unemployment reaching nearly 50 percent.
- Estimates of labor availability to demand are put at three available workers to one available job. Various perspectives are offered on the point that this situation involving wide extremes between wealth and poverty, is characteristic of many economic systems. One notes, "A market economy is a very efficient way to produce goods and services. But it might be necessary to get income or wealth redistribution to get a fair and equitable redistribution of services among the citizens." Another suggests, "You could do right by these people (migrants), but it would be at the discomfort of the wealthy, the very few."
- One person contends that "states are in a much better position to handle the (migrant) problem than the federal government 'because they are closer to the situation, that it is not a matter of federal subsidy... (but) of closing down some of the awful housing" and regulating crew chiefs.
- Though child labor laws prohibit children under 12 from working in the fields, many children under 12 were observed in the fields by the Star reporter. Some migrants justified this by noting that the piecework rates (wages paid by amount of food harvested or land weeded) are such that they would not be able to make minimum wage without the whole family working in the fields.

This series is valuable background information for any study of needs and conditions of Chicanos and Latinos in Minnesota. It provides detailed descriptions of living and working conditions, and of the issues working for and against improvement of those conditions. The summary of economic conditions behind the migrant stream is particularly relevant to gaining an overview of one aspect of the Minnesota Chicano and Latino situation. The report notes as well that "migrants are by no means the only Chicanos in Minnesota."

Minnesota. Governor's Office for Spanish-Speaking People. "Migrant Needs Assessment Survey." Unpublished report. State of Minnesota. October 3, 1977. 67 pp. UM/CURA

This survey was conducted by the State Office of Migrant Affairs. That Office was discontinued before the final report so the results were published by the Governor's Office for Spanish-Speaking People. Two thousand nine hundred and five (2,905) questionnaires, one page in Spanish and English, were sent to migrants who had worked in Minnesota and North Dakota in the summer of 1975. About 12-15,000 migrant workers were estimated to have worked in Minnesota that year. Five hundred seventy-nine (20 percent) responses were returned, over half of them completed in Spanish.

The study focused on what the problems are, rather than gathering basic index data such as age or sex. Questions were asked on services needed and problems, both past and expected in the future.

The single most frequently cited problem was difficulty in getting food stamps. One of the main problems is that certification was based on projections of future income rather than on past income. Many of the respondents "criticized the system of projecting earnings based upon the acres to be worked, without regard to the fact that they were not working yet, would not be paid for some time, or might be interrupted by bad weather."

One question asked which services the migrants thought they would need in the coming season. The major categories follow:

Major Services Needed in the Future	
Legal Services	14%
Housing	25%
Health Care	50%
Food Stamps	83%
Emergency Funds	43.2%
Educational Services for children	29.8%
Vocational Training for adults	6.2%
Day Care	36.2%

The difficulties in getting food stamps are described in detail, but common patterns among responses are only briefly analyzed. This rich quoted material could benefit from a more in-depth content analysis.

Migrants in Action - CETA, "Latino Employability Development Project."
See Section 4 - Annotated Studies.

Minnesota Office of Migrant Affairs, "Migrant Services State Report."
See Section 4 - Annotated Studies.

OTHER STUDIES

Minnesota Migrant Council. "Title III Section 303. The Proposal to the Department of Labor." St. Cloud. Unpublished. Annual proposals beginning in 1971 or 1972. Unpaged. MMC

St. Cloud State University. Human Relations: Chicano. Human Relations Series. One videotape. 3/4 inch. 58 mins. Sound. b/white. 197? SCSU/L

_____. Mexican-Americans. Human Relations Series. Two videotapes. 3/4 inch. 92 mins. Sound. b/white. 197? SCSU/L

SECTION 3

DATA SOURCES AND DESCRIPTIVE STUDIES

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A. DEMOGRAPHICS

ANNOTATED STUDIES

Edward W. Fernandez. Comparison of Persons of Spanish Surname and Persons of Spanish Origin in the United States. U.S. Bureau of the Census, Technical Paper #38. Washington D.C.: U.S. Government Printing Office. June 1975. 18 pp. UM/CURA

This report compares characteristics between Spanish surname and Spanish origin populations. "The primary purpose of the report is to illustrate the relationship between (origin and surname), and to determine the extent to which Spanish surname can be used as a proxy for identifying persons of Spanish origin." The main finding is that identification of origin by surname is fairly accurate in the five Southwestern states, but not in other states. The statistics in this report are based on data collected in the March 1971 Current Population Survey. In that survey, the population was identified according to Spanish origin and then Spanish surnames were identified independently from the survey questionnaires.

Important findings include:

- Percent of the population with a Spanish surname who identified themselves as being of Spanish origin.

In the five Southwestern states	81%
The rest of the U.S.	46%

- Persons of Spanish origin with a Spanish surname:

	Males	Females
Mexican origin	76%	75%
Central or South American origin	56%	40%

The "minority" undercount of the 1970 U.S. Census figures for Minnesota may be partly due to this failure to correlate surname and origin in the questionnaires.

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Minneapolis Public Schools. Pupil-Personnel Sight Count. Minneapolis: Minneapolis Public Schools Information Service Center, published yearly. 100+ pp. UM/CURA

The public school sight counts are one of the two main sources of population data, in addition to the U.S. Bureau of Census counts.

The public school count is not an intensive, ongoing census effort, but rather a "sight" count conducted on one day of the year by principals, project administrators, and teachers. No person is asked to identify her/himself except those who recorded the count. Errors do occur in identifying pupils in a particular racial/ethnic category.

The official figures for the Minneapolis Public Schools on October 16, 1979 were:

Pupil Sight Count 1979

	#	%
Hispanic Americans	561	1.3
Indian Americans	2,375	5.6
Black Americans	7,980	18.7
Asian Americans	958	2.2
White Americans	30,812	72.2
TOTAL	42,686	100.0
Total minority pupils	11,874	27.8

Personnel Sight Count 1979

	#	%
Hispanic Americans	33	0.6
Indian Americans	78	1.4
Black Americans	415	7.4
Asian Americans	42	0.8
White Americans	5,007	89.8
TOTAL	5,575	100.0
Total minority staff	568	10.2

Definition of racial/ethnic categories have changed twice over the past 10 years, thus comparisons over the years were affected. Nonetheless, the

public school sight counts indicate a slow growth in Hispanic student enrollment in the last several years. Migrant groups estimate that the increasing Chicano and Latino population exceeds by twice the projected birth rate, largely due to migrant "settling out." If this is accurate, it may give some reason to question the accuracy of the sight counts. Determination of Spanish origin is often difficult enough when the people are interviewed. Assessment by sight must be recognized to be a rough estimate.

Minnesota Department of Education, Division of Vocational Education, Special Needs Unit. Minorities in Minnesota. St. Paul: Minnesota Department of Education. 1976. 17 pp. UM/CURA

This report is an update and revision of the 1970 Census figures on "minority" populations in Minnesota. It combines census populations characteristics (statewide and by county), minority student enrollment figures and sight counts, tribal and social action agency files, and compares them with estimated average family sizes and ratios of unrelated individuals to families. The updated figures are:

1975 Population Update

	Population	Unemployment	Age 15-49
Spanish Heritage	49,500	9.4%	51%
Black	46,300	8.3%	48%
Native American	45,100	13.6%	45%
Asian American	10,200		48%
Minnesota Average		5.9%	

The unemployment figures are based on 1970 census figures and "do not take into account the probability that minority unemployment rates have increased more rapidly during the recent economic instability than the non-minority rate."

The report also includes tables of 1975 population estimates for each county in the state of Minnesota. These estimates are reported for the total

population and the 15-49 age group. The 49,500 figure is used in several research reports to substantiate that the Spanish heritage population is the largest minority group in Minnesota, yet is proportionately under-represented in social and economic areas.

Congressional Hearings before the U.S. House of Representatives on the 1980 Census. See Section 1 - Annotated Studies

Ramsey County Mental Health Department, Latino Social Service Needs Assessment Report. See Section 1 - Annotated Studies

U.S. Bureau of the Census. Current Population Reports: Persons of Spanish Origin in the United States: March, 1978. Series P-20, No. 339. Washington D.C.: U.S. Government Printing Office. 1979. 68 pp. UM/CURA

This report presents demographic, social, and economic data for persons of Spanish origin in the United States. It contains specific information on the population of Spanish origin.

Type of Spanish Origin	Number	Percent
Mexican	7,151,000	59.4
Puerto Rican	1,823,000	15.1
Central or South American	863,000	7.2
Cuban	689,000	5.7
Other Spanish Origin	1,519,000	12.6
Total	12,046,000	100.0

Characteristics presented are age, sex, residence, educational attainment, income, employment, occupation, marital status, and selected family characteristics. The largest concentration of persons of Spanish origin was in New York State and the five Southwestern states. The report provides readily accessible figures for comparing Minnesota persons of Spanish origin with national characteristics on such dimensions as education and income.

U.S. Equal Employment Opportunity Commission. Employment Opportunity in the Schools - Job Patterns of Minorities and Women in Public Elementary and Secondary Schools, 1974. Research Report No. 51. Y3.Eq 2: 11/51. Washington D.C.: U.S. Government Printing Office. 1976. UM/L

This publication includes data on public school employment in the state. The data is sampled and thus does not present totals, but the relative percentage figures are estimated to be within 0.2 percent of a complete enumeration. Figures for the U.S. as a whole show that "minorities and women still are employed in greater proportions in lower paying, lower prestige occupations than their white and male counterparts, and most importantly, relatively small numbers of minorities and women have reached the policy-making levels, as administrators or principals, where hiring decisions are made." The conclusion is accurate for Minnesota as well, where of the 71,837 total full-time employees sampled, 95 or 0.1 percent are Hispanic. Of these, one is in a policy-making position. Figures include specific job categories by number and percent for each racial and ethnic group.

U.S. Equal Employment Opportunity Commission. Minorities and Women in State and Local Government. 43. Eq 2:11/52-1 to 52-6. Washington, D.C.: U.S. Government Printing Office. 1975. UM/L

This report is a nationwide survey of state and local government employment by race/ethnic group and sex. It includes salary and "new hires" data, which reflect changes in the level of employment and turnover. The estimated total full-time employment figures are based on samples. They are estimated at within 0.3 percent of the figure that would have been obtained from a complete enumeration. The data are presented for employment category (administrative, professional, technical, clerical, maintenance, etc.) and for each state agency, with median salaries for each ethnic and racial group. The category for Spanish heritage persons is determined by Spanish surname. For example, the summary for all employment categories reports:

Number of Employees by Salary, State of Minnesota

Annual Salary Thousand Dollars	WHITE		MINORITY*		BLACK		SSA**		INDIAN		TOTAL	
	#	%	#	%	#	%	#	%	#	%	#	%
0.1- 3.9	226	98.3	4	1.7	3	1.3	1	0.4	0	0.0	230	100.0
4.0- 5.9	1,676	97.8	37	2.2	24	1.4	7	0.4	3	0.2	1,713	100.0
6.0- 7.9	9,844	96.8	323	3.2	177	1.7	59	0.6	59	0.6	10,167	100.0
8.0- 9.9	10,811	96.7	373	3.3	241	2.2	38	0.3	76	0.7	11,184	100.0
10.0-12.9	14,583	96.9	464	3.1	272	1.8	79	0.5	75	0.5	15,047	100.0
13.0-15.9	8,845	97.0	269	3.0	159	1.7	40	0.4	41	0.4	9,114	100.0
16.0-24.9	7,344	97.7	171	2.3	93	1.2	26	0.3	26	0.3	7,515	100.0
25.0 PLUS	818	96.0	34	4.0	11	1.3	6	0.7	1	0.1	852	100.0
TOTAL	54,147	97.0	1,675	3.0	980	1.8	256	0.5	281	0.5	55,822	100.0
MEDIAN SALARY	$10,929		$10,650		$10,496		$10,873		$10,100		$10,920	

* Includes persons in minority category entitled "other"

** Spanish Surnamed American

NOTE: Asian category deleted from original table.

OTHER STUDIES

Kanes, Brian, "Minnesota's Minorities." Unpublished mimeograph. 1976. UCM

National Organization for Women, Twin Cities Chapter, Employment Task Force. The Position of Women as a Disadvantaged Group in Minnesota State Government Employment. Minneapolis: NOW, Twin Cities. October 1976. 27 leaves. UM/L

"Needs Assessment of the Spanish Surnamed (Latino) in State of Minnesota Area Vocational-Technical Institutes as of April 1973." Mimeographed. Undated. Unpaged. UM/CURA

B. CULTURAL RESEARCH

ANNOTATED STUDIES

Saucedo, Ramedo J. Mexican Americans in Minnesota: An Introduction to Historical Sources. St. Paul: Minnesota Historical Society. 1977. 26 pp. MHS/A

This is a bibliography broken down by subject (for example, history, geographies, organizations, businesses, civil and human rights, religion, culture and heritage, migrants). It is indexed and all terms seem to be located within the Minnesota Historical Society, either in the library, or the archives and manuscripts section, or the audio-visual collections, or the museum.

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OTHER STUDIES

Caine, Terry A. Social Life in a Mexican American Community. (originally presented as the author's thesis, University of Minnesota) San Francisco: R & E Research Associates. 1974. UM/L MHS/A

Goldner, Norman, The Mexican in the Northern Urban Area: A Comparison of Two Generations. (originally presented as the author's thesis, University of Minnesota) San Francisco: R & E Research Associates. 1972. 123 pp. MHS/L

Hernández, Sebastián,"The History of the Latin-American Migrant in Minnesota." Master's Thesis, University of Minnesota. 1961. 131 pp. MHS/L

International Institute, St. Paul. "A study of the Mexican Community in St. Paul." St. Paul: International Institute. September 1946. 13 leaves. MHS/L

Pierce, Lorraine E., St. Paul's Lower West Side, Masters Thesis, University of Minnesota. 1971. 137 pp. MHS/L

Poatgieter, Hermina A., "Minnesotans of Mexican Heritage." Gopher Historian. 26 (1): 1-15. 1971. MHS/L

St. Paul Neighborhood House (Alice Lilliequist Sickels). "The Mexican Nationality Community in St. Paul: a study made February to May 1936." St. Paul: Neighborhood House. 1936. 22 leaves. MHS/L

Saint Paul Public Schools, Urban Affairs. La Roza - The Chicano: A Study Guide and a Curriculum Outline. Publication No. 76770012 St. Paul: St. Paul Public Schools. March 1976. 209 pp. UM/CURA

Sickels, Alice L., Around the World in St. Paul. Minneapolis: University of Minnesota Press. 1945. 262 pp. MHS/L

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C. COMMUNITY RESOURCE LISTINGS

ANNOTATED STUDIES

Spanish Speaking Cultural Club, Bilingual Resource Directory. St. Paul: Spanish Speaking Cultural Club (530 Andrew Street; St. Paul; 55107). June 1977. 70 pp. UM/CURA

A directory of service organizations and other resources for Spanish-speaking people in Ramsey, Washington, and Dakota counties. Printed in both Spanish and English.

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SECTION 4

SPECIFIC PROGRAM STUDIES

Migrants in Action -- CETA, "Latino Employability Development Project -- Report to CETA." Mimeographed. August 25, 1978. (Migrants in Action - CETA; 122 West Franklin Avenue, Room 1; Minneapolis, Minnesota 55404). 11 pp. UM/CURA

This is not a research paper, but rather a report submitted by Migrants in Action (MIA) to CETA describing and documenting its activities in an employment program for Latinos. It can be, however a useful and relevant piece of information as a source of data. MIA identified some of the special needs of the program and particular aspects they felt were "successful." This data, though it is not documented, may be useful in focusing research towards establishing policies and programs to improve the living conditions of Chicanos and Latinos in Minnesota.

The report notes "our target population doesn't have a cultural model of seeking help or utilizing services." Rapport and encouragement are two elements identified as important in the success of getting clients to seek help when they need it. The population in Minneapolis is spread out and this created difficulties for the program in that much of the initial effort was spent identifying the population. Language barriers were important limitations in the provision of service. Referrals for training were often not made because clients were ineligible for training due to lack of English language skills and because they urgently need financial support, and presumably could not commit themselves to training programs without financial support. MIA recommended English-as-a-Second-Language training be held on their premises, "a place where they trust and where they experience success." Emphasis is placed on audio visual training since written recording has not been a large part of the cultural model.

One can conclude from this report that successful programs with Latinos involve treatment settings where clients and staff are able to develop trust and rapport, elements of which are based on a common bilingual and bicultural understanding. Additionally, one strength identified was a team staff approach based on concurrent responsibilities rather than a specialist approach. These

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are observations rather than proved statements, but may be useful in directing research toward determining the effectiveness, availability, and use of service agencies by Latinos.

Minnesota Higher Education Coordinating Board, "Preliminary Report on Latinos in Post-secondary Education." Mimeographed. August 1979. 15 pp + appendices. UM/CURA

This review was conducted to assess the level of participation, and the identification of problem areas relating to Latino students. The report consists of three parts: an overview of the Latino population in Minnesota including the student population, a summary of concerns and problems raised during interviews, and a summary of issues that need to be addressed in followup activities. Some of the highlights of the report are:

1) The Latino population (49,500 in 1976) represents 1.3 percent of the Minnesota population, and is increasing at a rate two times faster than estimated by the 1970 Census.

2) Majority of Latinos live in Minneapolis/St. Paul.

3) The elementary and secondary Latino student count has increased 34 percent betweeen fall 1973 and fall 1977.

4) In the fall of 1978, there were 1,266 Latino students participating in post-secondary education of a total of 212,762, or .59 percent.

5) During the interviews, the most commonly mentioned problem associated with participation and retention of Latino students was the financing of post-secondary education.

Minnesota Office of Migrant Affairs, "Migrant Services State Report." Mimeographed. February 1976. 62 pp. UM/CURA

This report is an assessment of the six state agencies that deliver services to migrants in Minnesota. The assessment is based on responses to a questionnaire which asked each agency to provide information on overall goals, staffing, funding, services provided, coordination with other agencies, evalu-

ation procedures, etc. Agencies also identified special problems relating to migrants and made recommendations.

The report takes one agency at a time, presenting first the questionnaire information, and then an analysis of major findings and recommendations made by the Migrant Affairs Office (MAO). Several agencies responded to the findings and these are also included.

Major findings of the report are:

Need for bilingual/bicultural staff -- Recommendations here were based on the premise that the lack of bilingual/bicultural staff limits service accessibility to migrants. Some agencies had bilingual staff specifically for migrants on seasonal and/or full-time basis and often had no permanent bilingual staff. Agency responses to this recommendation noted efforts to hire bilingual staff and lack of funding for bilingual staff. One noted that migrants were less than one percent of the constituency served by the agency, and felt the recommendation was unnecessary. One agency did not provide direct service, but contracted out through local agencies. Some key departments that did provide direct services had no bilingual staff and the report noted, "when the need for the service cannot be comprehended by those who handle [them], the services can be seen as only theoretically available to all persons."

Lack of data, research, and documentation on migrants -- "There's a severe lack of documentation on the part of most state agencies regarding the number of migrants served by individual units or projections as to future increase or decrease of the migrant population in Minnesota."

While some agencies with a specific migrant section had basic data on the number of migrants served, most had little or none. Research on migrant health problems, employment data, migrant education, and housing is lacking.

Need for migrant involvement in planning and evaluation -- Most agency planning and evaluation procedures do not involve migrants or migrant representatives. Agency responses to this recommendation were generally quite favorable. The report placed responsibility for this involvement on the agencies; "Migrants are not specifically included in agency delivery system planning, and

it is difficult to determine whether migrants are not included because of a lack of documentation or whether there is a lack of documentation because migrants are not included in the plans."

Low priority on migrants -- "Perhaps the most serious characteristic that the state agencies share is the fact that migrant services are not high on any priority list... This characteristic is serious because it has a bearing on all the other difficulties." A common agency response to recommendations for work staff, research, and services for migrants was that funding was not available. However, several responses indicated a willingness to work with migrant groups to better the situation.

OTHER STUDIES

Human Resources Planning Council of the St. Paul Area. Migrants-In-Action Study Committee Report: Report and Recommendation to the Hill Family Foundation Regarding Progress by the Agency under Foundation's Support, Program Need, and Future Direction. St. Paul: Human Resources Planning Council. April 2, 1975. MHS/A

Minnesota Migrant Council. "Title III, Section 303. The Proposal to the Department of Labor." St. Cloud Minnesota Migrant Council. Annual reports beginning in 1971 or 1972. Unpaged. MMC

Minnesota State Department of Education. Minnesota Title I ESEA Migrant Education: Annual State Evaluation Fiscal Year 1977. St. Paul: Minnesota State Department of Education. 70 pp. UM/CURA

"Needs Assessment of the Spanish Surnamed (Latino) in State of Minnesota Area Vocational-Technical Institutes as of April 1973." Mimeographed. Undated. Unpaged. UM/CURA

St. Paul Public Schools. A Proposal: A Bilingual/Bicultural Program of Education. St. Paul: St. Paul Public Schools. 1974. 98 pp. MHS/A

St. Paul Public Schools. A Continuation Proposal: A Bilingual Program of Education. St. Paul: St. Paul Public Schools. 1975. 132 pp. MHS/A

University of Minnesota, Office of Equal Opportunity and Affirmative Action. Guide Book on Recruiting Women and Minorities. Minneapolis: University of Minnesota, Office of Equal Opportunity and Affirmative Action. May 1977. 62 pp. UM/CURA

Williams, Lillian H. Affirmative Action for Equal Opportunity: Annual Report, 1975-76, Minneapolis: University of Minnesota, Office of Equal Opportunity and Affirmative Action. July 1976. 77 pp. UM/A

SECTION 5

STUDIES THAT ARE PENDING OR IN PROGRESS

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Chicanos Latinos Unidos en Servicio:

A study of the West Side Health Clinic that addresses service accessibility to the Pediatric Clinic and follow-up on referrals. What are the barriers to people using the services? At what point do people drop out and why?

Hispanos in Minnesota (Migrants in Action):

A state-wide study to determine whether health services are used effectively by Minnesota Hispanos.

Hispanos in Minnesota (Migrants in Action):

A study on the quality and effectiveness of Manpower Placement and Referral Services of CETA for Hispanos in Minnesota. This addresses such questions as: Is there adequate staff in these programs to accomodate bilingual people in Minnesota? and Are intake and placement procedures appropriate?

The Minnesota Research and Development Committee, a group of members representing various post-secondary institutions:

Four studies relating primarily to Vocational Education:

- A study on the relationship of pre-vocational programs to job placement for racially and economically disadvantaged people. Involves developing criteria for the concept "accessibility."
- An evaluation of secondary vocational programs examining, in particular, effectiveness with racial "minority group" students.
- A study of post secondary vocational training curriculum -- its relevance to the needs of special students, including limited English-speaking students, and to the market demand for jobs.
- A staff development project to devise means for developing special teaching methods, competency based and relating to cultural and racial awareness.

Minnesota State Department of Education, Bilingual Unit:

A state-wide needs assessment on limited English-speaking students. A wide number of demographic, as well as academic and self-concept related variables are being collected. The study includes an analysis of existing resources available in bilingual education -- teachers, materials and training. Recommendations are made for program models that would be appropriate to meet the needs identified. This study will be presented to the Legislature for a policy decision on the issue.

Ramsey Action Program:

A study of the effectiveness of citizen participation in agency planning procedures. Includes some agencies that serve Chicanos and Latinos.

Ramsey County Mental Health, Latino Program:

A study on specific mental health needs of hispanics as a function of levels of acculturation. Mental health needs include child abuse and neglect, chemical dependency, mental illness such as personality disorders, and mental retardation.

St. Paul Foundation -- "Minority Students Needs Assessment" (Conducted by Anderson and Berdie):

A study on where minority students are in the educational field -- demographics, academic achievement, enrollment, drop-out rates in post-secondary education, and financial aid. What can be done to open access to post-secondary education? A public awareness approach for constituency-groups to use. Interviewing key people or groups and then collecting data from schools.

University of Minnesota, Center for Urban and Regional Affairs, Office of Intercultural Programs:

A study of patterns of employment affecting Chicanos and Latinos in the Twin Cities is now in progress. Data is being collected on the number of Hispanics in the area, the number of those employed, the nature of their jobs, special programs for minorities, and any problems or concerns relative to hiring Hispanics. Interviews with thirty local business firms are being conducted. Three to five case studies of discrimination will be prepared, and interviews with companies mentioned in the case studies will also be conducted.

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